

than those of the state, and are as sacred. The teacher, therefore, has undoubtedly the power of corporal punishment. He has—

1. Full jurisdiction during school hours and on school grounds.
2. Concurrent jurisdiction with parent over child on his way to and from school.
3. Limited jurisdiction after school hours.

He is subject to limitations of excessive punishment and permanent injury to health, which are matters of fact and can be decided only by a jury.

In its moral aspect, the use of the rod is more impersonal and less liable to cause ill-feeling than sarcasm or scolding. But it should only be used for such offences as lying, stealing, impurity, blasphemy, etc.

The aim of corporal punishment is not retributive or reformatory, and so forth, but a combination of all these. In short, it is moral.

—AVERAGE TEACHER.

#### President Eliot on Art Education.

President Eliot, of Harvard, said some very pertinent things regarding education at the recent dedication of the Albright Art Gallery at Buffalo. After calling attention to the point that the main object in every school should be to show the children how to live a happy and worthy life, he added in part:

"It is monstrous that the common school should give much time to compound numbers, bank discount and stenography, and little time to drawing. It is monstrous that the school which prepares for college should give four or five hours a week for two years to Greek and no time at all to drawing.

"All children should learn how lines, straight and curved, and lights and shades, form pictures and may be made to express symmetry and beauty. All children should acquire by use of pencil and brush power of observation and exactness in copying, and should learn through their own work what are the elements of beauty. After reading, spelling, writing and ciphering, with small numbers and in simple operations, drawing should be the most important common-school subject.

"There is great value in the sense of beauty. The enjoyment of it is unselfish. During the last twenty years philanthropists and educators have made wonderful progress in implanting and developing the sense of beauty in the minds of the people. This is shown in the establishment of public parks, cultivation of flowers and shrubs, and in the erection of beautiful buildings."

"To go to school," President Eliot continued, "in a house well designed and well decorated gives a pleasure to the pupils, which is an important part of their training. To live in a pretty cottage surrounded by a pleasing garden is a great privilege for the country-bred child. The boy who was brought up in a New England farmhouse, overhung by stately elms, approached through an avenue of maples or limes, and having a dooryard hedged about with lilacs, will carry that fair picture in his mind through a long exile, and in his old age re-visit it with delight. When a just and kindly rich man builds a handsome place for himself and family, his lavish expenditure does no harm to the community, but, on the contrary, provides it with a beautiful and appropriate object of sympathetic contemplation."—*N. Y. School Journal*.

A correspondent at Tipton, Iowa, sends us two characteristic anecdotes told by Booker T. Washington in a recent lecture in that town: "When I first started teaching," he said, "I taught my pupils in a hen-house. I went to an old darkey one day and said, 'Jake, I want you to come over and help me clean out that chicken-house across the way.' Jake answered with a twinkle in his eye, 'Why, boss, I daresn't go there 'n the daytime. We niggers do that kind of work at night.'"

"It costs \$1.89 a head to educate a negro boy in the south, while in the State of New York it costs \$20.55 to educate a white boy. Now, the way I look at it," said Booker Washington, "is this,—the white boy must be awfully stupid since it takes that much to educate him, and the black boy must be very smart."

"And what did my little darling do in school to-day?" a Chicago mother asked of her young son—a "second grader."

"We had nature study, and it was my turn to bring a specimen," said Evan.

"That was nice. What did you do?"

"I brought a cockroach in a bottle, and I told teacher we had lots more, and if she wanted I could bring one every day."

This, too, should be taught to every child, that it is wicked to shoot any harmless animal—of the field, forest, or air—except for necessary food. It is recognized that all animals which are a danger to human life should be destroyed. In the days to come, the wanton destruction of animal life for sport will be considered a savage custom, out of harmony with Christian principles.—*Western School Journal*.